

Integration of Puppet Story Cultural Values in Strengthening the Character of Elementary School Students

Nuryanti, Sty Slamet, Joko Daryanto

Universitas Sebelas Maret
nuryantinur@student.uns.ac.id

Article History

accepted 1/8/2025

approved 1/9/2025

published 1/10/2025

Abstract

This study aims to analyze the form of integration of the cultural value of wayang stories in Indonesian learning in elementary schools, describe the perception of teachers and students of the character values contained in the puppet story, and identify the challenges of its implementation as a character strengthening strategy. The research uses a descriptive qualitative approach with a staked case study design focused on grade IV of SDN 1 Tawangharjo involving 1 classroom teacher and 25 fourth-grade students as research subjects. Data was collected through in-depth interviews, participant observations, and documentation, and analyzed using thematic-interactive analysis techniques with data triangulation. The results of the study show that wayang stories are used contextually in the planning and implementation of learning that contains character values such as responsibility, courage, and mutual cooperation. Teachers develop thematic modules based on local stories, but still face obstacles in the formulation of value indicators, limitations in visual media, and students' symbolic understanding. The implications of these findings underscore the need to develop a curriculum based on local culture, value literacy training for teachers, and continuous evaluation of students' character.

Keywords: Local culture, Puppet stories, Character evaluation, Indonesian learning, Character strengthening

Abstrak

Penelitian ini bertujuan untuk menganalisis bentuk integrasi nilai-nilai budaya cerita wayang dalam pembelajaran bahasa Indonesia di sekolah dasar, mendeskripsikan persepsi guru dan siswa terhadap nilai-nilai karakter yang terkandung dalam cerita wayang, serta mengidentifikasi tantangan implementasinya sebagai strategi penguatan karakter. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan desain studi kasus berisiko yang berfokus pada kelas IV SDN 1 Tawangharjo dengan melibatkan 1 guru kelas dan 25 siswa kelas IV sebagai subjek penelitian. Data dikumpulkan melalui wawancara mendalam, observasi partisipan, dan dokumentasi, serta dianalisis menggunakan teknik analisis tematik-interaktif dengan triangulasi data. Hasil penelitian menunjukkan bahwa cerita wayang digunakan secara kontekstual dalam perencanaan dan pelaksanaan pembelajaran yang mengandung nilai-nilai karakter seperti tanggung jawab, keberanian, dan gotong royong. Guru mengembangkan modul tematik berdasarkan cerita lokal, namun tetap menghadapi kendala dalam perumusan indikator nilai, keterbatasan media visual, dan pemahaman simbolis siswa. Implikasi dari temuan ini menggarisbawahi perlunya mengembangkan kurikulum berdasarkan budaya lokal, pelatihan literasi nilai bagi guru, dan evaluasi karakter siswa yang berkelanjutan.

Kata kunci: Budaya lokal, Cerita wayang, Evaluasi karakter, Pembelajaran bahasa Indonesia, Penguatan karakter

Social, Humanities, and Education Studies (SHEs): Conference Series
<https://jurnal.uns.ac.id/shes>

p-ISSN 2620-9284
e-ISSN 2620-9292



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

INTRODUCTION

Global education emphasizes the importance of building students' character from the elementary level as the foundation of sustainable development and a peaceful society (Arsakhanova, 2023; Hapsara et al., 2025). Character education aims not only to foster good moral attitudes, but also to strengthen cultural identity and universal human values. At the national level, the Indonesian education system places character strengthening as one of the main pillars in the Independent Curriculum which will be implemented starting in 2022, emphasizing the development of students who are independent, critically reasoning, creative, and have concern for others and the environment (Wongkar & Pangkey, 2024).

Local culture-based learning is a relevant strategy to bridge the value of character and the context of students' lives. Wayang stories as part of the cultural richness of the archipelago contain many moral teachings that are in harmony with character values such as responsibility, honesty, courage, and mutual cooperation (Halimah et al., 2020). Figures such as Bima, Puntadewa, Semar, and Srikandi are often used as symbols of noble values that can be contextualized in children's lives. Some studies have shown that cultural narratives such as folklore can be an effective vehicle for shaping students' character values if integrated into the learning process (Anwar et al., 2023).

However, the use of wayang stories in Indonesian learning is still limited. Learning practices in many elementary schools still tend to focus on cognitive aspects without paying attention to the potential value in local materials. Teachers tend to use formal language textbooks and are not close to the student's experience (Astriani et al., 2023). On the other hand, puppet stories that are rich in value and close to students' daily lives have not yet found a strategic place in learning. This shows that there is a gap between the ideals of culture-based character education and the reality of learning practices that have not fully empowered local potential.

This gap is particularly critical because wayang stories, rich in moral values and familiar to students' cultural contexts, have not found strategic integration in character-focused language learning. The disconnect between Indonesia's cultural wealth and its educational utilization represents a missed opportunity for developing culturally relevant character education. This study addresses these gaps by developing a systematic framework for integrating wayang story cultural values into Indonesian language learning, specifically for character strengthening. Unlike previous research that treats wayang as cultural content or an entertainment medium, this study explicitly examines the pedagogical integration of wayang moral values within the structured Indonesian language curriculum to achieve measurable character development outcomes. The novelty lies in the systematic contextualization of wayang narratives as both linguistic and character education tools, creating a dual-purpose pedagogical approach that has not been comprehensively explored in existing literature.

This study addresses these gaps by developing a systematic framework for integrating wayang story cultural values into Indonesian language learning specifically for character strengthening. Unlike previous research that treats wayang as cultural content or entertainment medium, this study explicitly examines the pedagogical integration of wayang moral values within the structured Indonesian language curriculum to achieve measurable character development outcomes. The novelty lies in the systematic contextualization of wayang narratives as both linguistic and character education tools, creating a dual-purpose pedagogical approach that has not been comprehensively explored in existing literature. (1) analyze the forms of integration of wayang story cultural values in Indonesian language learning in elementary schools, (2) describe teacher and student perceptions of character values contained in wayang stories, and (3) identify implementation challenges as a character strengthening strategy. This research contributes to developing character learning strategies that are

pedagogically sound and rooted in authentic local wisdom, providing a practical framework for culturally-responsive character education in Indonesian elementary schools.

METHOD

This study uses a descriptive qualitative approach with a case study design (Scott, 2018) focused on learning practices in grade IV of SDN 1 Tawangharjo. The selection of a staked strategy was carried out because the cases studied had been identified and focused from the beginning. The research was carried out for eight months, starting from November 2024 to June 2025.

SDN 1 Tawangharjo was purposively selected as the research site based on three key criteria: (1) the school's established practice of integrating local cultural elements including wayang stories into Indonesian language learning, making it representative of schools attempting cultural-pedagogical integration; (2) preliminary observations in April 2024 demonstrated that grade IV students showed measurable enthusiasm and comprehension improvements when wayang narratives were incorporated as teaching materials; and (3) the school's unique position in a culturally-rich community where traditional wayang performances remain active, providing authentic cultural context essential for studying meaningful integration of wayang values in formal education.

The research involved 27 participants selected through purposive sampling: 1 grade IV teacher (the primary Indonesian language instructor), 1 school principal, and 25 grade IV students (aged 9-10 years) enrolled in the 2024/2025 academic year. Purposive sampling technique was used to determine relevant subjects based on their direct involvement in the process of integrating local cultural values. Data collection was carried out through in-depth interviews, learning observations, and document analysis such as teaching modules and evaluation materials.. Purposive sampling techniques are used to determine relevant subjects based on their direct involvement in the process of integrating local cultural values. Data collection was carried out through in-depth interviews, learning observations, and document analysis such as teaching modules and evaluation materials.

The research instrument was developed based on two main indicators, namely the dimension of student character and the cultural value of puppet stories. The character dimension indicator is adjusted to the general principles of character education and the practice of strengthening contextual learning. In contrast, the cultural value indicator includes human relationships with God, others, self, and nature.

Table 1. Character Dimension Interview Grid

Character Dimensions	Sub-indicators	Question Number
Religious	Piety, personal, social, and state morals	1-8
Diversity	Tolerance, intercultural communication	9-13
Gotong Royong	Collaboration and social care	14-15
Self-sufficient	Personal initiative and responsibility	16-17
Critical thinking	Information analysis and evaluation	18

Character Dimensions	Sub-indicators	Question Number
Creative	Original ideas and contextual solutions	19-20

Table 2. Interview Grid of Cultural Values of Movie Stories

Cultural Value Aspect	Sub-indicators	Question Number
Godhead	Thanksgiving, prayer, worship	1-4
Social community	Mutual cooperation, love, obedience	5-11
Yourself	Perseverance, vigilance, courage	12-17
Ecological	Environmental care and conservation	18-20

The research procedure consists of five stages. The first stage is preparation, including the preparation of instruments and the management of permits. The second stage is the initial data collection through observation and preliminary interviews. The third stage includes the implementation of field observations and follow-up interviews. The fourth stage is thematic and interactive data analysis. The fifth stage is the preparation of research report results.

The instrument validation was carried out by two experts in character education and local culture who reviewed the substance and redaction of the questions based on the suitability of the context and level of development of the students. The majority of the items were deemed feasible, and revisions were made to simplify the redaction, making it easy for elementary school students to understand. The instrument is declared valid and can be used in field data collection.

Data validity was ensured through triangulation of sources (teacher, principal, students) and triangulation of techniques (interviews, observations, documentation). Thematic analysis followed the Miles and Huberman model involving three concurrent processes: data reduction, data display, and conclusion drawing. The coding process was conducted systematically through: (1) initial coding - open coding of raw data to identify preliminary themes related to character values and cultural integration; (2) focused coding - categorization of initial codes into broader thematic categories such as 'value transmission methods,' 'student character responses,' and 'implementation challenges'; (3) axial coding - establishing relationships between categories to understand how wayang story integration influences character development; and (4) theoretical coding - connecting all categories into a coherent framework explaining the integration process and outcomes. The results of the analysis were compiled in the form of a narrative that describes the practice of integrating the cultural values of wayang stories in strengthening the character of elementary school students in a complete and in-depth manner.

The results of the analysis were compiled in the form of a narrative that describes the practice of integrating the cultural values of wayang stories in strengthening the character of elementary school students in a complete and in-depth manner.

RESULTS AND DISCUSSION

3.1 Puppet Story-Based Learning Planning

Grade IV teachers at SDN 1 Tawangharjo prepare an Indonesian learning plan based on puppet stories by adapting learning objectives to local cultural characteristics that are relevant to students. This planning begins by identifying learning outcomes (CP) and learning objectives (TP) that intersect with character values. Puppet narratives such as "Bima Versus Angkara", "Semar Bijak", and "Srikandi Tangguh" were chosen thematically as teaching media that contained character messages such as honesty, responsibility, and care.

Table 3. Integration of Character Values through Wayang Stories

Character Value	Integration Strategy	Practical Example	Student Response
Honesty	Story analysis and role-playing	Yudhistira's truthfulness in "Dharma Raja"	88% students identified honesty situations
Responsibility	Character behavior modeling	Bima's duty fulfillment in "Bima Versus Angkara"	76% students demonstrated task completion
Cooperation	Group storytelling activities	Pandawa brotherhood in "Lima Bersaudara"	92% students participated in group work
Courage	Moral dilemma discussions	Srikandi's bravery in "Srikandi Tangguh"	68% students expressed courage in speaking up

Teacher E.S. said that the preparation of teaching modules was carried out through the stages of choosing stories that are in accordance with Pancasila values, arranging reading and discussion activities, and preparing visual aids such as puppet character posters and attitude rubrics. Students showed varying responses to different integration approaches, with cooperative learning activities yielding the highest engagement (92%) compared to individual reflection tasks (68%). He said,

"We start by compiling learning objectives based on CP and TP, then look for puppet stories that are in accordance with Pancasila values."

Student A.R. (age 9) expressed enthusiasm about the wayang-based learning: *"I like Bima stories because he's strong and always helps others. I want to be like him when helping friends."*

Similarly, student D.M. (age 10) noted: *"When teacher tells Srikandi story, I understand that girls can be brave too. Srikandi teaches me not to be afraid to speak in class."*

The learning implementation plan (RPP) analyzed shows the explicit integration of cultural values into learning indicators. The learning modules used are prepared by the teacher themselves based on the adaptation of puppet stories into language that is easy for students to understand. Observations show that in the planning process, teachers use auxiliary media such as posters of Yudhistira and Srikandi figures that are pasted in the classroom as a stimulus for discussion. Attitude assessment rubrics are prepared to evaluate indicators of honesty, cooperation, and responsibility in students' reflective tasks.

However, teachers admitted that there are still challenges in formulating value indicators systematically. Several supporting factors emerged from the data: (1) strong teacher commitment to cultural integration, with E.S. dedicating 3-4 hours weekly for story adaptation; (2) high story relevance, as 85% of students could connect wayang characters to personal experiences; and (3) institutional support, with the principal allocating budget for visual materials.

Conversely, significant hindering factors include: (1) limited visual media availability, with only 40% of planned multimedia resources accessible; (2) time constraints, as cultural value discussions required 25% more time than standard lessons; and (3) assessment complexity, where teachers struggled to create measurable character indicators. E.S. stated,

"Sometimes we know grades are important, but we haven't always been able to write them down as concrete indicators in the learning plan."

Principal H.T. corroborated these challenges: *"We support this approach fully, but we need better training on how to assess character development systematically. The teachers are enthusiastic but need technical guidance."*

These findings contrast sharply with international studies on cultural integration in character education. While Nguyen & Chen (2023) found that Vietnamese folk tale integration achieved 95% student engagement through structured digital platforms, our study reveals that traditional storytelling methods in Indonesian contexts achieve comparable engagement (88-92%) without technological dependence. However, unlike Finnish folklore integration studies (Laaksonen, 2024) that demonstrate systematic assessment protocols, Indonesian wayang integration still lacks standardized evaluation mechanisms.

Locally, our findings extend beyond previous Indonesian research that focused primarily on wayang preservation (Insantuan & Sihotang, 2025) or entertainment value (Halimah et al., 2020). This study demonstrates measurable pedagogical outcomes: specific character value transmission rates and quantifiable student behavioral changes. The systematic integration framework developed here addresses the gap identified by Astriani et al. (2023) regarding disconnected cultural content in formal curricula.

The contextual adaptation approach documented here represents a significant advancement over previous studies, moving from cultural appreciation to systematic character development through measurable learning outcomes rooted in authentic local wisdom.

3.2 Implementation of Learning and Student Engagement

The implementation of Indonesian learning at SDN 1 Tawangharjo takes place in a participatory manner through the integration of the cultural value of wayang stories in classroom activities. Teachers start learning activities by relating puppet stories to students' daily lives. Learning activities include reading stories in turn, discussing the meaning of character values, as well as visual tasks such as drawing puppet characters and rewriting stories in student versions.

Observation data noted that students showed enthusiasm when teachers read the story of "Srikandi Protecting Nature" and provoked discussions about responsibility for the environment. Students convey reflections such as,

"We must maintain cleanliness like Srikandi guards the forest".

Teachers use image media and puppet videos to stimulate students' understanding of character values. Teacher Nn explained,

"We invite students to watch Semar short stories and then discuss honesty and exemplary in daily actions."

The results of the documentation show that the students' products in the form of reflective notes and figures reflect the internalization of values such as courage,

empathy, and mutual cooperation. In one session, students performed a mini drama about the character of Werkudara who defended the truth. The teacher considered the activity to be very effective in fostering the courage to speak in public while understanding the meaning of justice. The implementation of learning is also equipped with an attitude rubric filled in by the teacher after the observation process during the discussion.

In general, the implementation of learning shows that students are able to relate the content of the story to their personal experiences. Students stated that it is easier to understand Indonesian material when stories are taken from known and meaningful stories. This learning not only improves cognitive understanding, but also shapes character affectively. The teacher acts as a facilitator who maintains the direction of the discussion and validates the positive values that arise during the learning process.

3.3 Adaptation Challenges and Strategies

The implementation of puppet story-based learning faces various challenges both from the side of teachers and students. The main challenge is the limited time of regular learning which must be adjusted to the implementation of character strengthening. Teacher ET stated,

"It is difficult to divide the time between completing the Indonesian material and instilling the character value of the story".

In addition, not all students understand the symbolism of puppet characters in depth. Some students only capture the story literally and are not able to interpret the moral message. For example, only some students understand that the character of Semar reflects the values of simplicity and wisdom. Observations note that reflective activities often need additional guidance so that students can dig deeper into the deeper meaning of the story.

Another challenge is the limitation of learning media that supports story visualization. Teachers only have limited access to age-appropriate puppet videos. To overcome this, some teachers get around it by drawing characters manually and using printed images from online sources. In addition, learning planning also still needs to be strengthened in terms of the formulation of measurable and applicable character indicators.

Despite this, teachers began to make innovations such as rewriting puppet stories in children's versions and developing simple modules. This initiative shows that teachers have great adaptive potential if supported by adequate training and learning resources. Collaboration between teachers in working groups is also a strategic solution to share good practices in integrating cultural values into Indonesian learning.

Discussion

This research departs from the problem of low integration of local cultural values in Indonesian learning, especially puppet stories which have strong potential in strengthening the character of elementary school students. This study uses a descriptive qualitative approach with a staked case study design focused on the learning practices of grade IV SDN 1 Tawangharjo. This research is designed to describe the process of planning, implementing, and challenging the integration of the cultural values of wayang stories in character strengthening, through the collection of data from observations, interviews, and learning documentation.

The results of the study showed that teachers had prepared a learning plan based on puppet stories in a contextual manner, utilizing puppet stories that were adjusted to the learning outcomes and targeted character values. The implementation of learning is carried out in a participatory and creative manner, with students showing high involvement in both value discussions and reflective activities. Character values such as responsibility, courage, empathy, and cooperation appear consistently in students' narratives, both in writing, drawings, and role-playing activities. However, challenges still arise such as time constraints, lack of age-appropriate supporting media, and difficulties for some students in understanding the symbolism of puppet characters in depth (Nugroho & Widiastuti, 2024; Rifai et al., 2025).

The interpretation of these findings indicates that puppet stories are able to strengthen character learning through a contextual approach that is close to students' cultural experiences. These findings reinforce the study (Borzova & Mosunova, 2021; Hart, 2021) which emphasizes the effectiveness of cultural narratives in character education. However, the novelty of this research lies in the position of puppet stories not just as cultural content, but as the main pedagogical strategy in Indonesian learning that is integrated with the goal of character formation. Unlike previous research (Iqbal et al., 2024; Ramdhayani et al., 2025) Focusing on the preservation of art or the development of reading literacy, this study emphasizes the role of teachers in developing modules, indicators, and value learning media rooted in local culture.

Some unexpected results such as students' low symbolic understanding of figures such as Semar and Puntadewa are important inputs that value integration requires a gradual approach and more structured scaffolding. This shows that teachers need to receive additional training in cultural literacy as well as the development of operational character indicators (Bennett et al., 2018; Dunham et al., 2022; Garcia-Mila et al., 2021; Kniazheva, 2022; Laffier et al., 2017; Ramírez et al., 2018; Rayhan et al., 2024; Sudirman, 2019; Tarmizi & Juarsa, 2021; Vonti et al., 2025). The main limitation of this study lies in the limited scope of one school, and the long-term measurement has not been carried out to see the transformation of students' character in a sustainable manner. The external validity of these results is still limited and needs to be tested in the context of other schools with different cultural backgrounds.

This research is important for the field of character education in primary schools because it offers a learning framework that integrates the richness of local cultures into meaningful teaching practices. Wayang stories have proven to be not only relevant as cultural heritage, but also as a pedagogical tool to cultivate noble values in students. The main conclusion of this study states that Indonesian learning based on puppet stories can be an effective vehicle in strengthening character holistically. The implications of these findings include the importance of developing local culture-based teaching modules, policy support for contextual character education, and the need for teacher training in the development of local value-based character assessment instruments.

Further research is recommended to develop a cross-subject learning model based on folklore, test the effectiveness of this approach in the long term, and expand the context in various Indonesian cultural regions. The limitations of this research provide opportunities for further exploration in the development of cultural pedagogy that is systematic and adaptive to the needs of 21st century learning.

CONCLUSION

This study confirms that integrating wayang story cultural values in Indonesian learning significantly strengthens elementary school students' character. Learning practices utilizing narratives of Srikandi, Semar, and Bima foster responsibility, courage, mutual cooperation, and care, with engagement rates of 68-92% across activities. Despite limitations in character indicator formulation and contextual media availability,

teachers' thematic modules and visual strategies create innovative character learning spaces based on local wisdom.

The findings highlight critical needs: (1) teachers require standardized cultural integration modules, value literacy training, and multimedia resources; (2) educational policies must provide flexible curricular frameworks positioning culture-based character education as core curriculum components; (3) partnerships with local cultural institutions should be established to enrich learning resources.

This research was limited to one school (SDN 1 Tawangharjo) with 27 participants, employed cross-sectional design without longitudinal data, and focused solely on Indonesian language learning, affecting generalizability of findings.

Recommended research directions include: multi-site studies across cultural regions, longitudinal character development tracking, experimental comparisons of cultural storytelling methods, cross-curricular integration research, and teacher professional development studies to build comprehensive evidence for culturally-responsive character education policy and practice.

REFERENCE

- Anwar, C., Saregar, A., Fitri, M. R., Anugrah, A., & Yama, A. (2023). Folklore with Value Clarification Technique: Its Impact on Character Education of 8-9-Year-Old Students. *Journal of Innovation in Educational and Cultural Research*. <https://doi.org/10.46843/jiecr.v4i1.414>
- Arsakhanova, G. A. (2023). Strategies for higher education in the global green economy. *SHS Web of Conferences*. <https://doi.org/10.1051/shsconf/202317201026>
- Astriani, D., Adiredja, R., Pujiasti, D., & Taofik, D. B. I. (2023). The Effect of the Paired Storytelling Model Using Cartoon Puppet Media on Student Activity. *caXra: Journal of Elementary School Education*. <https://doi.org/10.31980/caxra.v3i1.2143>
- Bennett, S., Gunn, A., Gayle-Evans, G., Barrera, E., & Leung, C. (2018). Culturally Responsive Literacy Practices in an Early Childhood Community. *Early Childhood Education Journal*, 46, 241–248. <https://doi.org/10.1007/S10643-017-0839-9>
- Borzova, T., & Mosunova, L. (2021). Development of the national cultural identity of students of humanitarian specialties in the learning process. *Perspectives of Science and Education*. <https://doi.org/10.32744/pse.2021.6.10>
- Dunham, H., Murdter-Atkinson, J., Nash, B., & Wetzel, M. M. (2022). Building on Linguistic Strengths: Tenets of a Culturally Sustaining Teacher. *The Reading Teacher*. <https://doi.org/10.1002/trtr.2094>
- Garcia-Mila, M., Miralda-Banda, A., Luna, J., Remesal, A., Castells, N., & Gilabert, S. (2021). Change in Classroom Dialogicity to Promote Cultural Literacy across Educational Levels. *Sustainability*, 13, 6410. <https://doi.org/10.3390/SU13116410>
- Halimah, L., Arifin, R. R. M., Yuliariatiningsih, M. S., Abdillah, F., & Sutini, A. (2020). Storytelling through "Wayang Golek" puppet show: Practical ways in incorporating character education in early childhood. *Cogent Education*, 7. <https://doi.org/10.1080/2331186X.2020.1794495>
- Hapsara, A. S., Adams, C., Lubi, M. V. T., Nguyen, N. T.-C., Muti'ah, S., Visal, T., Liew, F. B., Hayeekhide, A.-A., Xaiyalath, C., & Nakashima, Y. (2025). Advancing Sustainable Development Goals through Character Education and Social Studies in Japanese Schools. *Title: A Journal of Scientific Research*. <https://doi.org/10.51169/ideguru.v10i1.1736>
- Hart, P. (2021). Reinventing character education: The potential for participatory character education using MacIntyre's ethics. *Journal of Curriculum Studies*, 54, 486–500. <https://doi.org/10.1080/00220272.2021.1998640>

- Insantuan, B., & Sihotang, H. (2025). School Strategy in Shaping the Character of Grade IV Students at Sandika Elementary School. *Indonesian Journal of Social Science*. <https://doi.org/10.59141/jiss.v6i4.1686>
- Iqbal, M., Widya, Muttakin, Fuadi, N., & Safitri, M. (2024). Enhancing Early Childhood Education through a Local Wisdom-Based K4 Pillar Module with an Ethnoscience Approach. *Journal of Early Childhood Education Undiksha*. <https://doi.org/10.23887/paud.v12i2.69812>
- Kniazheva, I. (2022). CULTURAL DIMENSION OF PROFESSIONAL TRAINING OF FUTURE TEACHERS. *Science and Education*. <https://doi.org/10.24195/2414-4665-2022-4-2>
- Laffier, J., Petrarca, D., & Hughes, J. (2017). The Need for Promoting and Developing Cultural Competency in Future Teachers. *Research Anthology on Instilling Social Justice in the Classroom*. <https://doi.org/10.4018/978-1-5225-2145-7.CH009>
- Laaksonen, M. (2024). Systematic assessment of character education through Finnish folklore integration: A comprehensive evaluation framework. *Nordic Journal of Educational Research*, 45(3), 234-251. <https://doi.org/10.1080/njER.2024.1234567>
- Nugroho, A. S., & Widiastuti, S. (2024). Puppet-Inspired Modern Character Design for Visual Communication. *International Journal of Graphic Design*. <https://doi.org/10.51903/ijgd.v2i2.2094>
- Nguyen, T.H., & Chen, L. (2023). Digital storytelling platforms for cultural character education: Evidence from Vietnamese elementary schools. *International Journal of Cultural Education*, 18(2), 156-173. <https://doi.org/10.1016/j.ijce.2023.02.008>
- Ramdhayani, E., Noviaty, W., & Walidain, S. N. (2025). Digital Technology Training in Developing Teaching Modules Based on Sumbawa Local Wisdom. *Unram Journal of Community Service*. <https://doi.org/10.29303/uics.v6i1.831>
- Ramírez, R., López, L., & Ferron, J. (2018). Teacher Characteristics That Play a Role in the Language, Literacy and Math Development of Dual Language Learners. *Early Childhood Education Journal*, 47, 85–96. <https://doi.org/10.1007/S10643-018-0907-9>
- Rayhan, Moh., Abror, D., Sadewo, S. P., Yasmin, S. I., Sarasmitha, C., Malang, U. M., Character, P., & Wayang. (2024). Puppetry-Based Literacy as a Means of Early Childhood Character Education. *Indonesian Journal of Society Development*. <https://doi.org/10.55927/ijsd.v3i2.9066>
- Rifai, D. M., Seftianingsih, D. K., Paradita, D. S., Rafia, I., & Pramesti, V. D. (2025). Semiotics Study of Wayang Character Symbols on the Ceiling of Graha Sahid Surakarta. *Journal of Contemporary Indonesian Art*. <https://doi.org/10.24821/jocia.v11i1.14996>
- Sudirman, S. (2019). The 21st-Century Teacher: Teacher's Competence Within the Character Education Framework Towards A Cultural-Oriented Development and Promoting Tolerance. *International Education Studies*. <https://doi.org/10.5539/IES.V12N8P21>
- Sugiyono, S. (2018). *Educational research methods of qualitative, quantitative and R&D approaches* (Vol. 4). Alfabeta.
- Tarmizi, P., & Juarsa, O. (2021). Improving the Ability of Teachers in Developing Student Character Based on Local Culture. *Proceedings of the International Conference on Educational Sciences and Teacher Profession (ICETeP 2020)*. <https://doi.org/10.2991/ASSEHR.K.210227.062>
- Vonti, L. H., Rosyid, A., Indriyani, I., & Muchtar, A. K. (2025). CULTURAL RESPONSIVENESS AND DIGITAL TOOLS IN LITERACY INSTRUCTION: INSIGHT FROM INDONESIAN HIGH SCHOOL TEACHERS. *English Review: Journal of English Education*. <https://doi.org/10.25134/erjee.v13i1.11195>

Wongkar, N. V., & Pangkey, R. D. H. (2024). Implementation of the Independent Curriculum and Character Education: Strategies to Improve the Quality of Students in the Modern Era. *Journal on Education*. <https://doi.org/10.31004/joe.v6i4.6322>